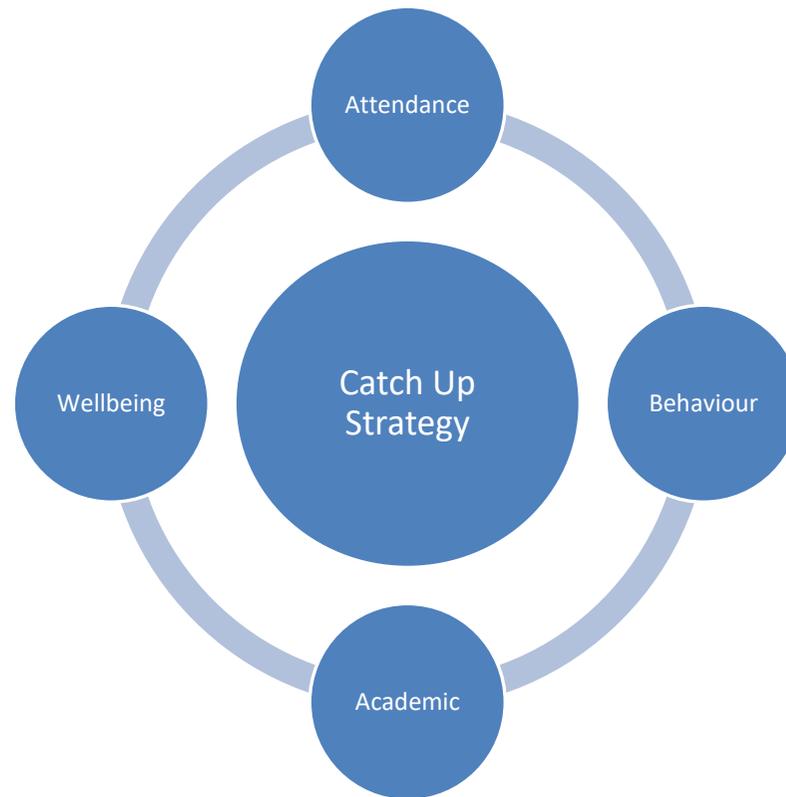


Achieving Excellence Together

# Literacy and Numeracy Catch Up Strategy 2019-20

Respect, Aspiration, Perseverance



## Core Principles for our Catch-up Strategy 2019-20

The literacy and numeracy Catch-up premium gives state-funded schools additional funding to support Y7 students who did not achieve the expected standard in reading or maths at the end of key stage 2 (KS2).

Our Catch-up premium spend is divided into the following priority areas:

### **Teaching for Mastery**

At The Purbeck School, all teachers have the commitment that virtually ALL students can learn all important academic knowledge to a level of excellence if...

- allowed the *right* amount of time to learn;
- provided with the *appropriate conditions* to learn.

We understand the importance of ensuring that all teaching meets the needs of each learner. Over the past three years, we have developed and implemented a Mastery model of teaching, learning and assessment. In all subjects, units of work begin with a diagnostic pre-assessment with pre-teaching to ensure that all students, before the teaching of a new idea begins, have the foundations for new learning. These diagnostic assessments will identify gaps in a student's knowledge and skills. Teaching is responsive to the needs of students through continuous checking for understanding. High quality corrective instruction is provided to remedy gaps, errors and misconceptions in knowledge and skills. At the end of all units of work, post assessments provide opportunities for students to show what they have learned well and what they need to develop. Senior leaders, middle leaders and teachers across the school are continuously developing their curriculum and their classroom practice, by linking findings from cognitive science and other research.

### **Highly tailored interventions and more time**

Our diagnostic assessments identify where the basic skills gaps exist among eligible students as soon as they arrive in Y7, through reading tests and dyslexia screening, and we deploy our HLTA's to help close these gaps. Students who have a reading age 12 months or more below their chronological age are provided an intervention appropriate from our Personalised Reading Pathways, which includes Jolly phonics, IXL and Lexonic.

**Breakdown of planned expenditure 2019-20**

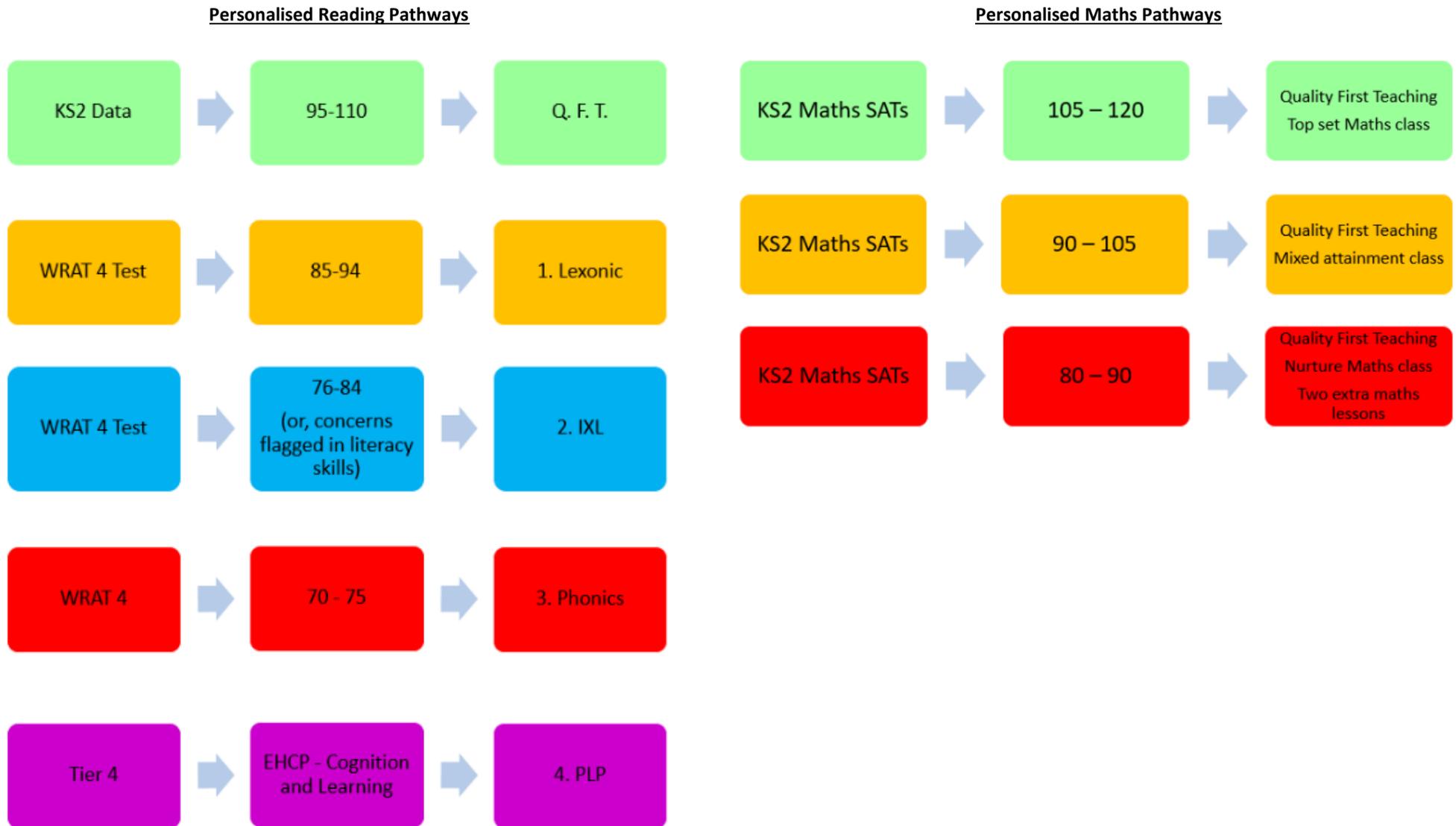
<b><i>Intervention/Support</i></b>	<b><i>Action</i></b>	<b><i>Total Funds: £22,359</i></b>	<b><i>Outcome/Impact/Monitoring</i></b>
<b><i>Raising attainment across the school (Inc. Teaching for Mastery)</i></b>			
House Leader	House Leaders to coordinate the attendance strategy with the attendance officer; academically mentor appropriate students for attainment; coordinate with tutors.	£3989	PP attendance to show a rise and a reduction in the number of students who are persistently absent and a rise in the P8 score for PP students.
Attendance Officer	Improve the attendance of PP students across all year groups; this will have a positive impact on exam results.	£4278	PP attendance to show a rise and a reduction in the number of students who are persistently absent.
<b><i>Highly tailored interventions and more time</i></b>			
Specialist Numeracy and Literacy Support	Provide additional three additional English lessons per cycle and/or two extra Maths lessons per cycle.	£7264	Ensure that Y7 students are prepared for their GCSE programme of study and are on or above track for their minimum estimated grade.
Times Tables Rock Stars	Provide specific Times Table recall and fluency practice in order to access higher order mathematical skills.	£86	Increased accuracy in the recall of times tables.
IXL English and Maths	Provide deliberate practice of individual English and Maths skills.	£125	Improved levels of literacy or numeracy. Reviewed by SENCO – individual case studies to provide evidence of progress.
<b><i>Minimising barriers to achievement</i></b>			
Lucid Screening	On entry to The Purbeck School, screen all students for dyslexia.	£1266	Students with dyslexia are identified and interventions assigned depending on the result.
Emotional Literacy Support Assistant	ELSA support delivered to ensure that students with SEMH or communication and interaction needs have a personalised programme of support.	£3926	Student progress to be reviewed by Inclusion Lead and individual case studies to show progress.
<b><i>Raising aspirations and broadening experiences</i></b>			
Homework Club	All Y7 students have access to after school homework club	£1425	Greater opportunity for students to complete home learning with support.

## Raising attainment across the school (Inc. Teaching for Mastery) – Academic Strategy Overview

Teaching for Mastery and the power of assessment and feedback.	<p>All teachers have a commitment that virtually all students can learn all important academic knowledge to a level of excellence if...</p> <ul style="list-style-type: none"> <li>• Allowed the amount <i>right</i> amount of time to learn;</li> <li>• Provided with the <i>appropriate conditions</i> to learn.</li> </ul>
Formative and Summative Assessment	<p>At The Purbeck School, our core expectations are that curriculum and assessment will...</p> <ul style="list-style-type: none"> <li>• Be based on our <u>high expectations</u> for all students.</li> <li>• Be based on developing the <u>key knowledge and skills</u> required for success at the end of Y11.</li> <li>• Be based on <u>regular formative assessment</u> that identifies student’s strengths and weaknesses, identifies where appropriate strategic intervention is required and allows all students to grow and be successful.</li> <li>• Involve <u>periodic summative assessments</u> to support the regular formative feedback.</li> <li>• Have consistent principles to be used across all subjects, but the flexibility to be suitable for all subjects.</li> <li>• Be simple and easy to understand – for teachers, parents and students.</li> </ul>
Tracking Student Progress	<p>At The Purbeck School, we collect data on academic progress, attendance and behaviour. This data is used in a strategic way to support student development and improve teaching and learning.</p> <ul style="list-style-type: none"> <li>• Students are set aspirational targets, based on achieving a positive Progress 8 score (+0.5).</li> <li>• Teachers use a balance of formative and summative assessments to track progress within lessons.</li> <li>• Information on academic progress is collected three times across the year.</li> <li>• From Y7-11, progress is tracked directly against GCSE minimum estimated grades.</li> <li>• All data is collated in our global marksheet. HODs, House Leaders, SLT and teachers use SISRA and the global marksheet to go through student by student to see how they are performing and if interventions need to take place.</li> </ul>
Setting	<ul style="list-style-type: none"> <li>• In English, students are taught in mixed attainment classes as we wish to avoid a ‘double disadvantage’ for students. English teachers at The Purbeck School agree with the idea that ‘setting has the effect of promoting social class differences rather than eroding them’ <i>Sheila Riddell</i>.</li> <li>• In Maths, as many students with a KS2 Maths score less than 100 are assigned to mixed attainment classes. Educational research shows that mixed attainment teaching can raise aspirations and expectations of students who didn’t meet age related expectations at KS2. A small number of students, with standardised scores of approximately 85 or less are assigned to a Maths Nurture class.</li> </ul>
Home Learning	<p>At The Purbeck School, we believe completing home learning is essential to the academic success of all students.</p> <ul style="list-style-type: none"> <li>• All Y7-9 students undertake 20mins of reading, 20mins of maths and 20mins of self-quizzing for home learning. In Maths, students use Times Tables Rock Stars and Hegarty Maths. Those identified as needing further support are invited to attend the Home Learning club after school.</li> <li>• All Y10-11 students are provided with subject specific tasks that gives students the opportunity to extend their learning and to reinforce what has been learned in class.</li> </ul>
Specialist English and Maths support	<p>To support students who are at risk of not achieving their minimum estimated grade in English and Maths, additional lessons are assigned to their timetables. In keeping with our mastery principles, the objective is to provide more time for students to learn well.</p> <ul style="list-style-type: none"> <li>• In Y7-9, some students will receive three extra English lessons per cycle and/or two extra Maths lessons per cycle.</li> <li>• In Y10-11, some students will receive five extra English lessons per cycle and/or one to two extra Maths lessons per cycle.</li> </ul>
School Leads / Core Offer Interventions	<ul style="list-style-type: none"> <li>• Disadvantaged students who are below track in multiple subjects, have low attendance or specific pastoral needs are assigned School Leads to support them with their needs.</li> <li>• English, Maths, Science, Languages and Humanities HODs identify disadvantaged students who are below track and assign them to their Core Offer interventions. These interventions focus on specific knowledge and skills from question level analysis to close the gap with their peers.</li> </ul>
DSEN	<p>On entry to The Purbeck School, all students are screened for dyslexia using the Lucid programme. Specific DSEN interventions for students to support reading, writing and oracy include IXL, Lexonic and Phonics. Lexonic is delivered by teaching staff; IXL and Phonics by trained Teaching Assistants.</p>
Primary Network Meetings	<p>Literacy, numeracy and DSEN coordinators from each primary school meet teachers each term to communicate key information, smooth transition and develop teacher needs. This partnership is designed to support all children within the Purbeck area.</p>

## Highly Tailored Interventions and More Time

Based on students KS2 prior attainment and diagnostic assessments, conducted at the start of each year and each unit of work, students are placed on a *personalised learning pathway*. As a student progresses, they will work along the pathways until they are achieving on or above track with their minimum estimated grade.



## Literacy and Numeracy Catch-up Premium Review 2018-19

The Purbeck School regularly tracks and monitors every student's achievements in order to implement relevant intervention, when necessary, should concerns come to light or recognise success and instigate rewards.

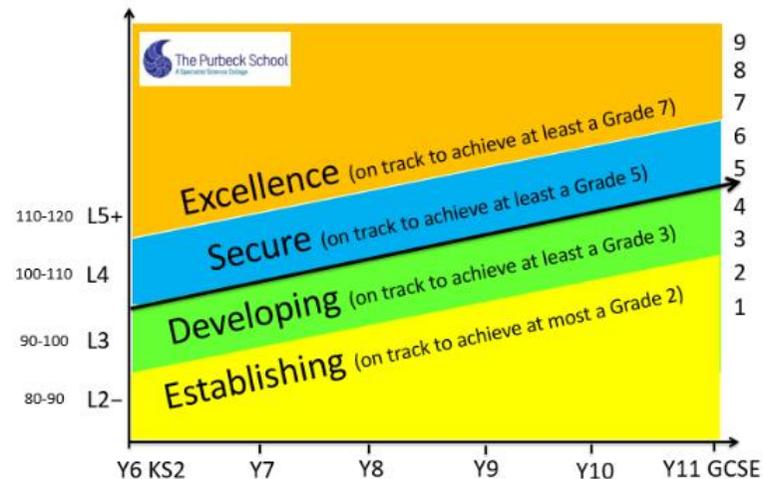
Based on their prior attainment, each student is assigned a *minimum estimated grade(s)* (MEG). This grade is what similar students nationally are estimated to achieve by the end of Y11. In Y7, we will report two MEGs. Once a term, The Purbeck School will report home vital information regarding each student.

### Knowledge and Skills Thresholds

Each subject area has identified the core *knowledge* and *skills* that students will need to master in order to achieve long term success. We have scaffolded student progress towards excellence through our 'thresholds'. These stepping stones will support teachers plan for progression and focus assessments on the key knowledge and skills.

Threshold	The knowledge and skills a student needs to acquire to be:
Excellence	<ul style="list-style-type: none"><li>working above the national expected standard.</li></ul>
Secure	<ul style="list-style-type: none"><li>working at the national expected standard.</li></ul>
Developing	<ul style="list-style-type: none"><li>working towards the national expected standard.</li></ul>
Establishing	<ul style="list-style-type: none"><li>working towards the national expected standard.</li></ul>

The 'Secure' threshold represents the national expected standard in order for a student to progress from KS2 Level 4/Scaled Score 100 to GCSE Grade 5.



## Progress

In Y7, each teacher will assess, track and monitor every student's progress towards their MEG(s) through the knowledge and skills acquired and retained. Their progress will be reported as:

Above track (+2)	A student is making progress to achieve above their minimum estimated grade(s).
On track (+1)	A student is making progress to achieve their minimum estimated grade(s).
Below track (0)	A student is not making progress to achieve their minimum estimated grade(s).

## Review of English Catch Up 2018/19

- In September 2018, 44 out of 175 students joined The Purbeck School with a KS2 Reading score less than 100.
- There is a recognition that a successful catch up strategy will need to address attendance, wellbeing, academic and behavioural interventions.
- Of these 49 students, 18 are DSEN students – four students have an EHCP and 14 students receive support for the specific needs.
- In 2018-19, English used catch up funding to deliver a smaller English Supported Study class.
- In 2018-19, 80% students with KS2 Reading score less than 100 were assessed as on or above track.

## Review of Maths Catch Up 2018/19

- In September 2018, 59 out of 175 students joined The Purbeck School with a KS2 Maths score less than 100.
- Maths classes are structured using a 'top and tail' model because the gap between the most able and least able mathematicians is too large. Each year half has one top set, two mixed attainment sets and one nurture set.
- As many students with a KS2 Maths score less than 100 are assigned to mixed attainment classes. Only students with a very low KS2 score, e.g. less than 85, or with large gaps in their knowledge and skills are assigned to a Nurture class – this is normally between six and ten students.
- In 2017-18, 81% students with KS2 Maths score less than 100 were assessed as on or above track.